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A History of Education in Modern Times. By FRANK PIERREPONT GRAVES, Ph.D., Professor of the History of Education, University of Pennsylvania. (New York: The Macmillan Company. 1913. Pp. xv, 410.)

THIS volume is the third in a series of texts by Professor Graves on the general history of education from ancient times to the present. There are twelve chapters, of which three are devoted to American education, though space is given in other chapters to an attempt to show what influence educational movements in the Old World have had on our own history. Some notion of the content and plan of the book may be had from the titles of the chapters. As in most books on the history of education, much attention is given to the writings of educational theorists and reformers and their successors. Chapter II. is on Naturalism in Education, and is to a large extent a discussion of Rousseau's educational philosophy with an attempt to trace its influence on modern education. Similarly chapter V. is devoted to Pestalozzi, with the title, Observation and Industrial Training in Education, and chapter VII., called Development of Modern Educational Practice, to Froebel and Herbart. Other chapters trace certain general movements. Thus, chapter III. is entitled Philanthropy in Education—an account of the rise of charity schools in Great Britain and America. Chapters IV., VI., and VIII. are on the rise of the common school in America, chapter IX. is on the Development of Modern School Systems, particularly in Germany, France, and England, and Canada, while chapters XI. and XII. are on present-day tendencies and the educational outlook.

It is evident that we have in this book a series of essays, often without very much connection, with the space given up to a discussion of theories of education, their practical application, and brief accounts of educational systems in half a dozen countries. There is a disposition to force connections between the educational movements of the Old World and America, *e. g.*, the supposed influence of Rousseau (p. 25), while there is less appreciation of those movements in our own country which were indigenous. The account of the rise of the common school in America and of the educational systems developed by the various states is inadequate, while the factors which account for movements and the interrelations of social, economic, and religious with educational history are barely mentioned. Space forbids a detailed criticism. There are important omissions in this account of modern education, especially the academy movement in the United States, the rise of the small college, private efforts towards education, higher and special educational institutions. At best it is a text-book based in large part on secondary accounts, and adds practically nothing new to our knowledge of the subject. If the bibliographies were more specific with definite references to authorities it would be more useful as a text-book. The main fault however is in the method and content of the book. Histories

of this type bear somewhat the same relation to the history of education proper, as the history of economic theory bears to economic history. However if one wishes to know some of the more general movements and theories influencing the development of education in modern Europe, Great Britain, and America, this book will be a useful one to consult.

MARCUS W. JERNEGAN.

Les Sources de l'Histoire de France, XVII^e Siècle (1610-1715).

Par ÉMILE BOURGEOIS, Professeur à l'Université de Paris, et LOUIS ANDRÉ, Docteur ès Lettres, Professeur au Lycée Louis-le-Grand. Tome I. *Géographie et Histoires Générales*. Tome II. *Mémoires et Lettres*. [Manuels de Bibliographie Historique.] (Paris: Auguste Picard. 1913. Pp. xviii, 328; xii, 411.)

THE admirable bibliography, as scholarly as it is useful, which Molinier prepared on medieval France and which Hauser is continuing for the period 1494-1610, is now carried forward into the seventeenth century by two volumes from the equally able hand of Professor Bourgeois, assisted by Louis André. The plan of treatment, however, is somewhat altered. In the years from 1610 to 1715 France played such a leading part in the world, drawing wonder, envy, praise, and hate from so many foreign writers, that M. Bourgeois has felt compelled to abandon the practice of Molinier and Hauser of including "sources étrangères"—except in a few of the most important cases such as the relations of the Venetian ambassadors and of the Great Elector's agent, Spanheim. He considers only sources of French origin, but, even so, the mass of material is enormous. As his classification of this material differs from that of Molinier and Hauser, and is also quite different from that of German bibliographies and of the new bibliography which is being prepared on English history during somewhat the same period, it may be interesting to give it in outline, as follows: (1) geographical introduction, comprising (a) maps, (b) geographical treatises, descriptions of antiquarians, guides for travellers, and other seventeenth-century precursors of modern Baedekers, and (c) voyages of discovery in the Old and New Worlds; (2) general histories written by Frenchmen in the seventeenth century; (3) memoirs; (4) letters and diaries; (5) biographies and funeral orations; (6) newspaper prints, polemics, pamphlets, and brochures; (7) political and military history; (8) religious history; (9) administrative history; (10) provincial and local history. Since France achieved a singular unity and continuity of development from 1610 to 1715 M. Bourgeois was wise in deciding to treat each of these ten divisions as a unit through the whole period, instead of splitting them up into chronological subdivisions as was done by Molinier and Hauser. The two volumes under review include 1294 entry numbers and cover the first four divisions in the classification noted above.